**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.1**  **The Envision Lesson: 4-1 Number: Models for Tens** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Materials: computer and video lesson, unifix cubes, envision book or worksheet pages,  Center activity materials: blank 100s chart, dice  Skills: Math vocabulary, higher order thinking, visualize, draw model, number sense | Ones, tens |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Spiral review.  What are some things that come in groups of ten?  Show the video learning animation. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Do a class word web for each term. Have students complete 4 square vocabulary box in their math journal. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Give each group twenty loose connecting cubes.  What is the quickest way to count your cubes?  Can you convince me?  Does anyone have a way they think is faster?  Is there a quicker way to count them?  Give students numbers, have students using linking cubes to identify how many tens are created.  How did you count your cubes this time? Was it faster? How do you know? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Have students draw their blocks in tens on their white board and write the expanded form underneath it. Do pages 100-101 in Envision. Pick students to show on document camera or on the white board.  Can you explain why you chose to draw it that way?  Did anyone draw it another way? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Have partners create 3 numbers each with blocks. They draw and label their 3 numbers, and then do 3 numbers from their partner. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| The students’ independent practice sheets and center pages. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Have students play make a hundred. Have them color in their hundreds picture with each roll of the die. After each term, write the number made. First person to one hundred wins. | |
| **HOMEWORK None.** | |
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